

**2019-2020 Perkins Reserve Grant****COMPETITIVE GRANT Application Due 5:00 p.m. CT, February 14, 2019**NOGA ID:

Authorizing Legislation

Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, Title I, Part C, §112(a)(1)

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

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Grant period from **July 1, 2019 – August 31, 2020**☒ Pre-award costs are not permitted.**Required Attachments**

No attachments are required to be submitted with this application.

Amendment NumberAmendment Number (For amendments only; enter N/A when completing this form to apply for grant funds): **Applicant Information**Organization CDN Vendor ID ESC DUNS Address City ZIP Phone Primary Contact Email Phone Secondary Contact Email Phone **Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|--|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | |

Authorized Official Name Title Email Phone Signature Date Grant Writer Name Signature Date ☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.RFA # **701-19-104** SAS # **424-20****2019-2020 Perkins Reserve Grant**

Page 1 of 15

701-19-104-035

Shared Services Arrangements

☐ SSAs are not permitted for this grant. Check the box below if applying as a fiscal agent.

- ☐ The applicant organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Doctors Hospital at Renaissance (lead partner), reported for December 2018, over 200 unfilled full-time healthcare related positions. This need is similar in 39 other area hospitals.	In collaboration with higher education and workforce partners provide students with work-based learning experiences and on-site hospital PATHways training. This training will provide students with CTE paths, stackable certificate options and credentials leading to high demand healthcare programs of study.
Currently, there is no comprehensive, online repository of local healthcare related options for educators/ students in order to provide relevant, stackable high school to certificate to degree pathways for students.	Collaboratively, with UTRGV, create an on-line platform (PATHfinder Central) to provide blueprints for districts to access pathway information for programs leading to Health science degrees. PATHfinder Central will include dynamic modules, crosswalks, etc. to ensure sustainability and replication in the region.
By 2020, 65% of jobs will require education beyond high school, with highest growth in healthcare (TEA). A scan of in-demand jobs in South Texas supported this, demonstrating a need for high quality advisement.	With partners, provide PATHfinder Academies for district use in student advisement, establishing clear pathways (high-school to college with multiple entry points), a progression of certifications/degrees and work based learning to ensure students are eligible for high wage in demand healthcare careers.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the project period, 1) PATHS (Pathways Aligned to Health Science) Project students in CTE courses aligned to certificate/dual credit courses in identified high demand healthcare fields will increase by an average of at least 10% from a baseline established in the first quarter of the project; and 2) PATHS Project identified PATHfinder teachers and counselors will show an 50% increase in their level of understanding of high school healthcare pathways of study leading to certificates, Associate Degrees and Bachelor's Degrees as determined by pre- and post surveys, administered during the first and last quarters of the project.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

First Quarter Benchmarks: 1) District/Partner members of the PAC and EC will be identified and monthly/quarterly calendar of PAC/meetings will be published 2) The PAC will convened at least of 3 times in the first quarter to design PATHfinder and curriculum alignment training for educators; PATHways high school to college and career student training, and workplace experience for stud 3) 75 teachers and 25 counselors from participating campus Healthcare Endorsement area will be identified to be trained as expert PATHfinder advisors for student and 75 teachers will targeted for participating in curriculum alignment in healthcare activities; 4) Phase I plans for an online PATHfinder portal of advisement tools, crosswalks, high school to postsecondary to healthcare career resources will be completed; 5) Establish student and educator baselines for benchmarks.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Second-Quarter Benchmarks: 1) The PAC will convene at least of 3 times and the EC 1 time in the second quarter to assess partnership progress; 2) 75 teachers and 25 counselors from participating campus Healthcare Endorsement area will be expert PATHfinder advisors for students and 3) 75 teachers will be targeted for participating in curriculum alignment in healthcare activities; 4) 400 students will complete PATHways training in conjunction with partners; 100 students will participate in workplace experiences at DHR at PT; Phase I plans for an online PATHfinder portal of advisement tools, crosswalks, high school to postsecondary to healthcare career resources will be completed, and will be accessed by at least 100 educators;

Third-Quarter Benchmark

Third-Quarter Benchmark: 1) The PAC will be convened at least of 3 times and EC 1 time in the third quarter to assess partnership progress; 2) 75 teachers and 25 counselors from participating campus Healthcare Endorsement areas will complete three days of training to become expert PATHfinder advisors for students; 3) 75 teachers will complete two days of curriculum alignment in healthcare training; 4) 400 students (for a total of 800 students) will complete PATHways training in conjunction with partners; 100 (for a total of 200) students will participate in workplace experience at DHR and PT; 5) At least 100 educators (for a total of 200) will access materials in the PATHfinder portal of advisement tools; 6) Conduct final survey of students and educators tied to initial baseline.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

To provide ongoing guidance in implementing the project, the PATHS (Pathways Aligned to Health Science) Project Advisory Council (PAC) will be established. A working group representative from each partner who maintains direct responsibility for the project at their organization will serve on the PAC. Facilitated by the Project Director, the PAC will meet monthly to assist with planning, implementation, resources sharing, and evaluation to ensure employment of sustainable program that is inclusive of federal and non-federal resources. The Executive Council (EC) of Superintendents, university/college presidents, and partnering CEOs will be maintained to help make sound decisions for ongoing improvement. The EC will meet upon award notice and quarterly to advise the Project Director and staff on procedures, budgets, program changes, review of Project PATHS progress, evaluation results and program policy.

To ensure effective feedback mechanisms and continuous improvement in project operations, the Project Director will; 1) work with project and district staff on a daily basis to monitor progress, review benchmarks toward performance measures, and make improvements in project design and delivery; 2) meet with the PAC monthly and EC quarterly to solicit feedback on project status, operation, budget and evaluation for program improvement and to develop and codify each district's sustainability plan; 3) utilize digital management software to track and monitor project status and assess impact on objectives each month; and 4) review quarterly and annual evaluation results to ensure data is strategically used to provide feedback in efforts to refine and integrate effective program improvements.

At the EC and PAC, a focus area will be on identifying SMART goal areas that are not progressing. The Project Director and committee members will develop just-in-time initiatives to address those identified gaps.

Region One has selected Dr. Eliza Alvarado to act as Project Director to oversee daily operations, and program and fiscal management to ensure effective implementation. Dr. Alvarado will lead the PATHS Project Team, working with schools/partners to ensure all project objectives are met. Prior to joining Region One, Dr. Alvarado was a key player in the Education Department at the largest hospital in the region, and compliance officer with the Department of Labor, Dallas. Additionally, Dr. Alvarado was instrumental in the development and success of Project HEAL², on which the PATHS Project is based. Dr. Tina Atkins will assist Dr. Alvarado in evaluating PATHS Project efforts.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance that they will continue to meet all Statutory Requirements as outlined in their 2019–2020 Perkins Formula Grant, which is incorporated by reference.
- ☒ 4. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- ☒ 5. The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- ☒ 6. The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- ☒ 7. **Focus Area 1** applicants provide assurance that they will submit a Memorandum of Understanding (MOU) detailing the relationship between the institute of higher education, the LEA, and business and industry partner(s) within 90 days of the grant start date. The MOU will establish joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the students.
- ☒ 8. **Focus Area 1** applicants provide assurance that they and at least one representative from each required partner organization will attend all required conferences as described in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- ☐ 9. **Focus Area 2** applicants provide assurance that any industry-based certifications supported through this grant are listed on the 2018–2019 or 2019–2020 Final List of Industry-Based Certifications of the A-F Accountability System.

TEA Program Requirements

1. **FOCUS-AREA 1 APPLICANTS:** Identify partner organizations the applicant organization has collaborated with to implement the proposed project. Identify high-wage and in-demand occupations and CTE programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the CTE programs of study in collaboration with partner organizations.

Partners in the Pathways Aligned to Health Sciences (PATHS) Project include: Region One ESC (Region One), a Local Education Agency (LEA), 1 Medical Institution: Doctor's Hospital at Renaissance (DHR); 2 Higher Education Institutions: University of Texas Rio Grande Valley (UTRGV), Health Science Institute at Renaissance (HSIR); 1 Private Firm: Performance Therapeutics (PT), a physical and occupational therapy entity; and 10 school districts spanning four high poverty counties on the Texas-Mexico border that are a diverse representation of our region (LEAs); Pharr-San Juan-Alamo (PSJA) ISD, La Joya ISD, South Texas ISD, Harlingen CISD, Valley View ISD, Hidalgo ISD, Vanguard Academy (charter school), Roma ISD, Lyford CISD and Lasara ISD (rural).

The PATHS Project builds upon an existing partnership funded by USDOE (Project HEAL2) with DHR, HSIR, UTRGV, Region One, PSJA ISD, La Joya ISD and South Texas ISD which established nursing pathways and stackable degree options for students. Project HEAL2, with accompanying Memoranda of Understanding, forms the base for the PATHS project, extending from nursing pathways to certificate and Bachelor degree pathways with multiple entry points in high need health care areas. The decision to expand to certificates and Bachelor's programs was driven by IRB approved case study of Phase I of Project HEAL2 conducted by Dr. Tina Atkins, which provided that recommendation to meet a demonstrable need.

According to the TEA, by 2020, 65% of all jobs will require postsecondary education and training beyond high school, with job openings in healthcare, community services, and STEM growing the fastest among occupational clusters. A scan of high-wage, in-demand occupations in South Texas supported this finding, and solidified the need for the PATHS Project. Jobs in healthcare have blossomed along the border to the tune of \$509 million in the last quarter of 2018 (Texas Workforce Commission, 2018). These high-growth industries provide high wage jobs and an increased demand for a better-educated, skilled workforce. The health industry is the largest employer in South Texas, an area that is home to 24 for-profit, 9 non-profit and 7 public hospitals. In terms of total new job creation, in 2018, Healthcare created the most new jobs at 3,200, followed by both Professional & Business Services and Trade, Transportation & Utilities with 1,900 each (ibid).

In a December 2018 survey conducted by DHR (lead partner), their hospital reported 120 unfilled full-time registered nursing positions. Nurses from minority backgrounds represent 17% of (RN) workforce with only 3% of those being Hispanic, nationally (National Council of State Boards of Nursing, 2015). Also in December 2018, DHR had unfulfilled openings in the following: CT Technician (5), Medical Assistant (23), Phlebotomist (8), Occupational/PT Assistant (2), Radiology Technician (7), Ultrasound Technician (7), and Vascular Technician (6). Similar openings may be found at each of the remaining 39 area hospitals referenced above. Additionally, DHR has been approved for a 500 bed expansion to take place immediately, doubling it's capacity, exacerbating the need for a healthcare profession pipeline. For local school districts to succeed in meeting this need, they will need to adopt cutting-edge, innovative education and workforce programs such as the PATHS Project. The PATHS Project, using labor market information, along with district and hospital feedback, intends to focus on such CTE programs of study leading to Nursing and Healthcare occupations as : CNA, Patient Care Tech, LVN, Medical Assistant, Pharmacy Tech, and Phlebotomy.

PATHS Project proposes to 1) Align high-wage, in demand healthcare pathways in high school with transition into higher ed institutions; 2) link secondary and postsecondary crosswalks of career-focused learning with multiple entry points and work-based experiences; and 3) provide academic and career focused post-secondary advising with online resources for sustainable efforts and duplication throughout the region. To accomplish this, PATHS Project partners will 1) align curricula in targeted areas of study to create seamless paths from high school to college in identified areas via CTE stackable credentials/certificates, programs of study, and dual enrollment paths; 2) provide students with PATHways mentoring and work-based industry experiences, training, and online, live "cybermentoring" by industry and post-secondary professionals in targeted occupations, as well as training and curriculum alignment in post-secondary healthcare entrance exams; and 3) provide a "PATHfinder" academy for teachers and counselors created in collaboration with UTRGV, HSIR, and DHR, that provides educators in each district's Healthcare Endorsement area a compendium of high school to postsecondary pathways focused on targeted certificates, Associate's, and Bachelor's degrees. All Pathfinder resources will ultimately be housed in an online platform for district, higher education, and partner use. Through these efforts the PATHS Project will provide targeted academic and career focused post-secondary advising with online resources in Health Science, alignment of high-wage, in demand healthcare jobs, curriculum support, and expanded industry exposure for students, counselors, and teachers within Health Science disciplines which ultimately lead students in a postsecondary pathway progression.

TEA Program Requirements

2. **FOCUS AREA 1-APPLICANTS:** Provide a design for at least one CTE program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board. The design must:

- Describe the commitment from all partners to assist with curriculum development to support relevant and frequent industry experiences for students participating in the program.
- Identify strategic partnerships that are already in place that provide an advantage in implementing the proposed project.

The design of this program is 1) aligned with high-wage, in-demand labor market information; 2) provides links between secondary and postsecondary courses of study with multiple entry and exit points (certificates, Associates, Bachelors) with credentials and degrees of high value in the marketplace (healthcare); 3) Provides for integration of rigorous academics and career-focused learning with strong college/career advising and counseling supports through PATHways and PATHfinders initiatives; 4) provides a continuum of work-based learning experiences through cross-sector partnerships in the healthcare industry.

The design selected (also described on page 7 of this application) for the PATHS Project is one of several that will be available to students who have selected nursing or a healthcare career as their pathway of study. Based on previous experience working on nursing pathways, it has become evident that EMT students that enter the nursing program are more likely to be successful in the introductory nursing courses and have an overall greater success rate in the nursing program.

The design used will have students start their EMT coursework their sophomore year of high school and receive their certification upon graduation, with clear, stackable pathways from certification to Associate and Bachelor degrees defined. Materials and resources developed by the partners will be available to schools and to students in order to help them understand how credentials are stacked from high school through a Bachelor's degree and beyond. Current industry partners have offered work-based learning opportunities that will focus on allowing students to do hospital visits with several simulation activities that will prepare them for patient care scenarios. IHE partners have collaborated to identify and advise students regarding healthcare programs available to students, along with high school to college pathways available to them. Workforce, higher education, and district partners, along with Region One ESC, have committed to participation in a "working group" through the PAC. At these meetings, partners will examine district curriculum and identify logical and targeted places in which to insert workforce based-experiences for students in healthcare.

One of the commitments by the participating hospital is to incorporate the soft skills students need in order to be successful in the healthcare industry and be a valuable employee. The incorporation of skills such as: communication, leadership and team work will prepare students to become more well-rounded as they enter the workforce and as an employer the hospital wants to ensure their patients receive the best customer care and bedside manner. In addition to the on-site visits, DHR along with our higher ed institution and our other private partner will host once a month cyber-mentoring sessions – these sessions allow for several hundred students to participate and they also allow for professionals to share their experiences about their careers.

The PATHS Project builds upon an existing partnership funded by USDOE (Project HEAL2) with DHR, HSIR, UTRGV, Region One, PSJA ISD, La Joya ISD and South Texas ISD which established nursing pathways and stackable degree options for students. Project HEAL2, with accompanying Memoranda of Understanding, forms the base for the PATHS project, extending from nursing pathways to certificate and Bachelor degree pathways with multiple entry points in high need health care areas. This partnership was initially established in order to meet a demonstrable, common need amongst the partners and community, and provide a distinct advantage in implementing the proposed project.

These strategic partnerships blend private and public expertise to provide a continuum of experiences for students from high school, to certificates, to Associate degree to Bachelors degree and beyond. This regions new School of Medicine has really been a game changer in that it provides our students with an opportunity to stay and study locally, which means we grow our own and are able to service our population as opposed to importing talent from other parts of the country.

TEA Program Requirements

3. FOCUS AREA 1 APPLICANTS: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk should align to higher education program of study curricula where applicable and also demonstrate how the project can lead to a bachelor's degree.

The sample cross walk below is one of several that transition a student from a certificate in high school to a stackable credential leading to a nursing degree (ADN/ RN leading to a BSN)

Certificate → Associates → Bachelors

Pathway: Emergency Medical Technician

Semester: Spring 2020	High-school Course Name: Medical Terminology	Credit Hours
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Semester: Fall 2020	High School Course Name: Ext. Practicum in Health Science/ College Course: EMSP1501- Emergency Med Technician	Credit Hours: 5
	High-School Course Name: Ext. Practicum Emergency Med Tech DC/ College Course Name: EMSP 1208 - Emergency Vehicle Operation	Credit Hours: 2

Semester: Spring 2021	High-School Course Name: Health Informatics DC/ College Course Name: EMSP 1208-EMT Basic Clinical	Credit Hours: 1
	High School Course Name: Ext. Practicum Emergency Med Tech DC/ College Course: EMSP 1371- EMS Documentation	Credit Hours: 3
	High-School Course Name: World Health Research/ College Course Name: EMSP 1166-EMT Basic Practicum	Credit Hours: 1
	High School Course Name: Ext. Practicum in Health Science/ College Course: EMSP 1472- Emergent Issues in EMT	Credit Hours: 4

First Semester: College ADN/RN Degree	Credits
RNSG 1417 Concepts of Professional Nursing Practice I for Articulating Students	4
RNSG 1140 Professional Nursing Skills for Articulating Students	1
RNSG 1162 Transition Clinical (8 weeks)	1
RNSG 2213 Mental Health Nursing	2
RNSG 1301 Pharmacology	3
PSYC 2301 General Psychology	3
RNSG 2162 Clinical - Mental Health (8 weeks)	1
	Credit Hours 15

Second Semester: College	
RNSG 1412 Nursing Care of the Childbearing and Childrearing Family	4
RNSG 2260 Clinical - Pediatrics/Maternal/Infant (8 weeks)	2
RNSG 2361 Clinical - Complex Medical Surgical (8 weeks)	3
RNSG 1343 Complex Concepts of Adult Health	3
	Credit Hours 12

Third Semester: College	
RNSG 2331 Advanced Concepts of Adult Health	3
RNSG 2163 Clinical IV (12 weeks)	1
RNSG 2221 Professional Nursing: Leadership and Management	2
RNSG 2363 Clinical V (4 weeks)	3
	Credit Hours 12

Total Credit Hours 60

Students may, from this path of study, complete an on-line, one-year RN to BSN degree with partnering institution, UTRGV, as per an existing MOU.

TEA Program Requirements

4. FOCUS AREA 1 APPLICANTS: Propose a sustainability plan to ensure that the applicant and partner organizations will continue to meet the goals of the grant after the end of the grant program.

The incorporation of the PATHS Project beyond the grant is expected to include a broad range of activities, strategies, and services that will be sustained, in alignment with the stated goals, such as: 1) An online PATHfinder Central academic and career focused platform that houses tools from the PATHfinders Academy for post-secondary advising, including healthcare crosswalks linking secondary and postsecondary paths of study with multiple entry points and work-based experience and materials that align to high wage, in demand healthcare jobs with specific healthcare pathways in high school with transition into higher education. This online platform will be housed on the Region One ESC website for continued use. Yearly updates will occur to this platform with sustained effort through the established Region One Office of College, Career and Life Readiness (OCCLR). 2) Increased human capital and capacity of trained educators and partners (PATHfinders) through ongoing professional development services that will greatly benefit future students, specifically by providing them with increased ability to advise students in Healthcare areas of study. Additionally, each district has committed to ensure that trained PATHfinders will participate in yearly updates in order to remain cognizant of changes to healthcare paths; 3) Purchased materials, software, curriculum, and equipment will remain as a resource for educators and future students; 4) Leadership and Advisory Groups will continue to impact systems of operation and meaningful learning environments at school, partnering entities and the Region One's system; 5) Long-term insight (lessons learned) to inform future practices that will serve to interpret longitudinal grant evaluation findings in the context of participating schools' and teachers' needs and offer insight on how future services can be implemented more efficiently; 6) Lastly, Region One ESC commits to utilizing the model developed through this project to expand the PATHfinders initiative to include all local institutions of higher education, thereby ensuring that various entry points are addressed. Additionally, the resources, materials and knowledge gained will be leveraged and used by the Region One OCCLR both through locally funded efforts, and through such competitive federal grants housed in that office such as 2 GEAR UP grants, an Investing in Innovation (i3) grant, and an Education Opportunity Center grant. These commitments allow for scalability, while ensuring that the PATHS Project has sustainable, regional impact.

5. FOCUS AREA 1 APPLICANTS: Identify and describe the operational capacity (i.e. dedicated personnel, advisory boards, data-sharing agreements) and recent track record of the identified grant intermediary in supporting key functions including work-based learning, cross-sector partnerships, collective impact initiatives, and multi-stakeholder grants.

Region One has extensive experience managing numerous U.S. Department of Education (USDOE) and other federally/state funded programs, including 5 GEAR UP grants, an Education Opportunity Center grant, a Teacher Incentive Fund grant and an i3 Investing in Innovation program, all of which all have achieved the objectives on-time and within budget, and each of which has an established Advisory Council. All these programs adhered to EDGAR, GPRA and related federal/state regulations and financial accountability requirements. Region One is the grant intermediary for these large projects, which all support work-based learning, cross-sector partnerships, collective impact initiatives, and represent multi-stakeholder, and all of which have extensive data sharing agreements. Region One also maintains strong ties with school districts in the region through a comprehensive network of Regional Advisory Councils, including the Superintendent's Regional Advisory Council, the Instructional Leadership Network of District Curriculum and Instruction Leaders, Content Coordinator Networks, the CTE Directors network, the Gifted and Talented Administrator Network.

Through the proposed Perkins partnership, Region One will collaborate with local higher education (IHE), school districts, and private entities to implement programs through an integrated support system that not only reflects characteristics and structure of member schools, but also allows Region One to effectively support student instruction; implement evidence-based proven programs for Hispanic, EL, low-income students and provide professional development and technology support to districts. Underlying the partnership structure is a belief that by bringing together entities representing varying expertise and difference perspectives resources may be maximized and educational reform sustained.

Project staff has been allocated sufficient time for implementing this project, according to assigned responsibilities. The following dedicated staff will be assigned; 1 project director @ 50%, 1 education specialist @50%, 3 college student interns in healthcare fields of study who will mentor students. Additionally, the project will contract Dr. Tina Atkins for technical assistance in the areas of facilitating PAC and EC planning, and development/evaluation of initiatives, and Mr. Ed Garcia, Region One CTE Specialist, for assistance with the development of crosswalks aligned to CTE Healthcare fields.

TEA Program Requirements

6. **FOCUS AREA 2 APPLICANTS:** Identify industry-based certifications and programs of study for the proposed project. Include information provided by local workforce development boards, economic development organizations, and/or chambers of commerce to determine high-wage and in-demand occupations and programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the industry-based certifications selected.

TEA Program Requirements

7. **FOCUS AREA 2 APPLICANTS:** Identify how many students will benefit from the grant funding and explain how offering of industry-based certifications will benefit students currently enrolled in the aligned CTE programs of study.

- If choosing to certify a teacher in the industry-based certification to test students, identify how many students will benefit from the grant funding and explain how this will benefit students.
- If choosing to become a testing site, the identify how many students will benefit from the grant funding and describe how becoming a testing site will benefit students in the LEA and within the region.

TEA Program Requirements

8. **FOCUS AREA 2 APPLICANTS:** Explain the process for paying for exams for students.

9. **FOCUS AREA 2 APPLICANTS:** Explain efforts that have already been made to ensure success during the grant period.

TEA Program Requirements

10. **FOCUS AREA 2 APPLICANTS:** Explain how the applicant organization will ensure that students are prepared for the industry-based certification exams.

11. **FOCUS AREA 2 APPLICANTS:** Identify strategic partnerships already in place that provide an advantage in implementing the proposed project.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☒ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☒ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☒ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	
2. Enrollment of all participating private schools	
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	
4. Total current-year grant allocation	
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity.

Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Project Director (0.5 FTE)	\$45,000
Master's Degreed Senior Education Specialist (0.5 FTE)	\$30,000
College Student Interns with specialization in Healthcare fields (3 FTE)	\$70,000
Fringe Benefits (.2 of total payroll)	\$24,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

PATHfinders online portal development	\$50,000
Ed Garcia (assistance with the development of crosswalks aligned to CTE Healthcare fields)	\$10,000
Dr. Tina Atkins (technical assistance in facilitating PAC/EC planning, development/evaluation of initiatives)	\$18,000

SUPPLIES AND MATERIALS (6300)

District supplies (10 districts)	\$45,000
Region One supplies for student/educator initiatives	\$15,000

OTHER OPERATING COSTS (6400)

PATHfinders and Curriculum Alignment for Educators; PATHways Healthcare training for students	\$183,750
Region One Expenses (staff travel, printing, office use/other, room rentals, team travel to TEA conferences)	\$56,000
District Expenses (student/staff travel, printing, substitutes for 10 districts)	\$101,250

CAPITAL OUTLAY (6600)

Total Direct Costs \$648,000

Indirect Costs \$29,109

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) \$677,109

Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section

For amendments: Choose the section you wish to amend from the drop down menu.

Negotiated Change/Amendment

For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
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